

INSPECTION REPORT

2022-2023



IRANIAN SALMAN FARSI BOYS SCHOOL

IRANIAN CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Qusais
	Opening year of School	1995
	Website	www.irs-uae.com/salman/home.asp
	Telephone	97142988116
	Principal	Farhad Eshagh Farhadi Fard
	Principal - Date appointed	8/12/2019
	Language of Instruction	Persian
	Inspection Dates	31 to 03 November 2022

STUDENTS

	Gender of students	Boys
	Age range	5 to 18
	Grades or year groups	Grade 1 to Grade 12
	Number of students on roll	463
	Number of Emirati students	0
	Number of students of determination	44
	Largest nationality group of students	Iranian

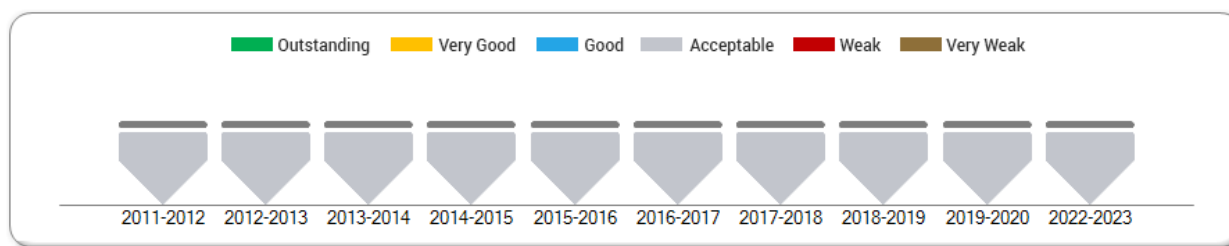
TEACHERS

	Number of teachers	34
	Largest nationality group of teachers	Iran
	Number of teaching assistants	4
	Teacher-student ratio	1:13
	Number of guidance counsellors	2
	Teacher turnover	37%

CURRICULUM

	Educational Permit/ License	Iranian
	Main Curriculum	Iranian
	External Tests and Examinations	Iranian
	Accreditation	None

School Journey for IRANIAN SALMAN FARSI BOYS SCHOOL



Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

STUDENTS OUTCOMES

- Students' attainment is good in High for English, mathematics and science. It is acceptable for Arabic as an additional language and mathematics in Primary and Middle. Rates of progress are acceptable in Arabic as an additional language, English and mathematics. However, in mathematics in High and in science in all the phases, progress is good.
- Students' personal and social development, including their attitudes and behaviour are good in the Primary and Middle and very good in High. Students have very good relationships with their fellow students and teachers. In Primary, at times, students struggle to manage their own behaviour. Students demonstrate good knowledge of Islamic values.

PROVISION FOR LEARNERS

- The quality of teaching is good in High and acceptable in Primary and Middle. In the better lessons, teachers use effective questioning to check students' knowledge and understanding and challenge their thinking. The quality and range of assessment information used to improve learning and teaching is underdeveloped as is the tracking of students' progress over time
- The curriculum is acceptable in Primary and Middle and good in High. In High, students can choose subjects within the curriculum. The curriculum builds well on students' previous learning in all key subjects and meets the needs of most students. Students are well prepared for the next phase of their education.
- All staff provide a caring and welcoming environment for students. Health and safety arrangements are good throughout the school. Procedures for identifying students' special educational needs are well established. Support for students with speech problems is effective and helps them greatly in their learning.

LEADERSHIP AND MANAGEMENT

- School leaders have a clear vision to provide a high standard of learning for all students. They are committed to improving teaching across the school. Parents have a very positive view of the school and are regularly informed about their children's progress. Governors are very supportive of the school and work in partnership to improve facilities and educational outcomes.

The Best Features of The School:

- The principal's and school leaders' passion and strong commitment to improve the school and students' learning experiences.
- Positive relationships and welcoming ethos that exists amongst all staff, students and parents.
- The commitment to good provision for students of determination which is enhanced by the support given by specialist staff.
- The school's work with other schools and the community to form partnerships that enhance students' personal development.






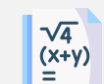

Key Recommendations:

- Ensure consistently high-quality learning and teaching across all phases which challenges students, promotes independent learning and develops their critical thinking skills.
- Develop a robust approach to the analysis of assessment data to both measure and track the progress of individual students over time.
- Develop middle leaders' capacity to become more effective in monitoring planning, learning, teaching, and assessment within their areas of responsibility.
- Ensure that the school's action plan has detailed and rigorous outcomes that improve the school in all areas.

Overall School Performance

Acceptable

1. Students' Achievement

		Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Good ↑	Good ↑	Good
	Progress	Acceptable ↓	Acceptable ↓	Acceptable ↓
 Mathematics	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good
 Science	Attainment	Good	Good	Good
	Progress	Good	Good	Good
		Primary	Middle	High
Learning skills		Acceptable	Acceptable ↓	Good

2. Students' personal and social development, and their innovation skills

	Primary	Middle	High
Personal development	Good	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Good
Curriculum adaptation	Good	Good	Good

5. The protection, care, guidance and support of students

	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good
Care and support	Good	Good	Good

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Very good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

Not applicable

Wellbeing

The quality of wellbeing provision and outcomes is at a moderate level:

- School leaders and governors have a vision for wellbeing and are aware of key strategies and actions required to underpin successful outcomes. The school is in the process of collecting and analysing a range of information from all stakeholders to ensure their views are considered when action planning. The development of a coherent approach to wellbeing development is an important priority.
- This is a caring school. Well informed staff in the upper grades accurately identify students with wellbeing issues and are available and accessible to students for advice, guidance and support when needed. The school provides regular opportunities for students and parents to offer feedback on a range of wellbeing matters that may influence provision.
- The moral, social and cultural curriculum supports wellbeing, as well as the range of extra-curricular activities available to students. Students' lifestyle choices demonstrate some knowledge about their importance and impact on their health. Students feel safe, valued, secure and engaged in school life. The school radio is becoming an interesting tool to enhance wellbeing by introducing relevant podcasts.

UAE social studies and Moral Education

- Social studies and moral education are taught throughout the school in Farsi, with small elements in English. Two 45-minute weekly lessons are taught in Grade 1 to Grade 9 and one 45-minute weekly lesson in Grades 10 to Grade 12. It complies with all the regulations as stated by the UAE Ministry of Education (MoE).
- For both areas, teaching is effective in promoting discussion about global perspectives. Teachers promote and develop reasoning and analytical skills which students can apply to their other areas of study. It is a strong feature.

Main Inspection Report

Arabic as an Additional Language






	Primary	Middle	High
Attainment	Acceptable	Acceptable	Not applicable
Progress	Acceptable	Acceptable	Not applicable

- Students' achievement in Primary is better than in Middle. This is confirmed by internal assessment data. Progress is slowed by low expectations and a lack of effective differentiation.
- Although students can read simple Arabic text aloud with some confidence, their reading skills have not developed to match their years of study. Students understand basic teacher instructions, but they have limited conversation skills and the minority of students' writing skills are underdeveloped.
- The school has undertaken additional steps to improve students' progress in Arabic. However, these improvements are not closely aligned to the curriculum standards and so have not impacted on students' achievement relative to their years of study.

For Development:

- Provide more opportunities for students to engage in discussions.
- Develop students' independent learning skills to improve their reading and writing skills in a range of genres, in both phases.

English

	Primary	Middle	High
Attainment	Good 	Good 	Good
Progress	Acceptable 	Acceptable 	Acceptable 

- In all phases, students are willing and responsive learners. Students work in mixed ability classes with fluent speakers and beginners in the same class. However, there is no specific English language assessment in place that can accurately assess and monitor progress of all students across the phases.
- Teachers do not consistently focus on accuracy and fluency in students' spoken and written language skills so that new vocabulary is reinforced. Students have few structured opportunities for practising writing in different styles.
- Teachers could use information on students' language levels and abilities across the four skills more effectively when planning tasks and activities. This would better meet the needs of fluent speakers and beginners who learn together in the same lessons.

For Development:

- Implement the assessment of English language skills and use this information for the planning of differentiated activities.
- Create challenge for students in tasks and activities through spoken language development and practice of different writing genres
- Ensure greater accuracy and fluency in students' spoken and writing skills through teacher feedback and redrafting of their written work.

Mathematics

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Good

- The attainment of a majority of students in external curriculum-related examinations is in line with or above expectations of the Iranian national curriculum. Progress in lessons largely depends on the level of challenge provided. It is stronger in the high phase.
- Students in the primary phase have strong skills in operations with fractions. In the middle phase, students have good skills in geometry, including angles in polygons. Various aspects of trigonometry including transformation of trigonometric graphs is a strength of students in the high phase.
- Critical thinking skills are insufficiently developed across the phases. Too few opportunities are provided for investigations, discussions and applied mathematics during lessons. Use of technology is under-developed across the school.

For Development:

- Ensure the level of challenge provided in lessons allows all groups of students to progress according to their potential and ability.
- Challenge students with tasks that develop their critical thinking and investigative skills and provide more opportunities for applied mathematics in lessons.

Science

	Primary	Middle	High
Attainment	Good	Good	Good
Progress	Good	Good	Good

- Across all phases, most students demonstrate knowledge and understanding and make progress at least in line with curriculum expectations. Assessment data provides evidence of even stronger achievement than that observed in lessons, particularly in the primary and middle phases.
- In a few lessons, students develop strong thinking skills. This is as a result of teachers, particularly in Middle and High, having high expectations of students and are skilled in developing students' learning skills through questioning.
- Although there are opportunities for practical science, and there is a timetabled use of a laboratory for all classes, students' investigative skills are underdeveloped.

For Development:

- Develop students' investigative skills by giving them more opportunities to predict, infer and to test their own hypotheses in practical situations.

Learning Skills

	Primary	Middle	High
Learning skills	Acceptable	Acceptable ↓	Good

- Across the school, most students have a positive attitude to their learning, particularly in the high phase. In most lessons, students interact collaboratively supporting one another during tasks. Students' purposeful interactions in science and mathematics leads to students developing strong problem-solving skills.
- Across all subjects, mainly in the primary and middle phases, students are not consistently challenged in their learning to make the progress of which they are capable. Students have few opportunities to develop their independent learning and research skills.
- Critical thinking and enquiry skills are strongest in science, this is not the case across other subjects. Structured opportunities are limited for students to make connections and apply their knowledge and skills across other areas of learning.

For Development:

- Improve students' oracy, research, enquiry and problem-solving skills and develop consistency in students' independent and collaborative learning skills.
- Ensure structured opportunities for students to apply their learning between areas of learning and to relate these links to the wider world.

2. Students' personal and social development, and their innovation skills

	Primary	Middle	High
Personal development	Good	Good	Very good

- Across all phases, almost all students display highly positive attitudes and behavior. They are confident and caring towards one another. Students in the high phase enjoy supportive and respectful relationships that contribute to positive learning.
- Attendance and punctuality exemplify students' highly positive attitudes to learning. They are consistently self-disciplined, enjoy one another's friendship, and are respectful to all adults. Students show empathy and sensitivity to the needs of others, in keeping with the school's inclusive nature.
- Students benefit from planned activities that encourage physical exercise, outdoor play and keeping safe. Their learning experiences, often self-organised, provide them with a very good understanding of the importance of making consistently wise choices about eating well and keeping fit.

	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Across all phases, students fully respect Islamic values and the peace message of Islam. They demonstrate a clear understanding, respect and tolerance of Muslim practices and beliefs. Students are active in initiating and participating in various religious and cultural celebrations.
- Students' experience in everyday school life helps them develop a deep understanding of many aspects of UAE culture. They celebrate national events like Flag Day and can make connections between different areas of the curriculum and UAE culture.
- Students are proud of their own heritage and have a strong understanding of their own culture. However, it is limited for other cultures across all phases. A range of activities and assemblies take place, including Middle East cultural activities.

	Primary	Middle	High
Social responsibility and innovation skills	Good	Good	Good

- Students participate in a wide range of activities to support others. For example, high achieving students support the learning of other students. Students participate in volunteering and charitable activities, supporting the community, regionally and internationally.
- Students, including those in the student council, feel valued and know that their opinions are appreciated by staff. They are happy to offer constructive ideas to help improve the school. This is a happy school where almost all students are kind, considerate and welcoming.
- Most students have a positive attitude to learning and enjoy working hard, independently and in groups. They have a basic awareness of environmental issues, including sustainability.

For Development:

- Improve students' awareness of cultures and heritage other than their own.
- Encourage students to contribute more ideas to address environmental sustainability concerns including plastic use, saving electricity and recycling

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Good

- The quality of teaching is broadly acceptable, with the most effective lessons often seen in High, particularly in science. Other than in English, most teachers have a sound subject expertise that help students progress.
- Across all subjects and phases, teachers are not using data effectively to plan tasks and activities that meet all students' learning needs. This results in insufficient challenge especially for the more able students.
- In the better lessons, teachers use a range of questions to check understanding through one-word answers, but do not develop dialogue through probing questions. Students rely too much on teachers for guidance and therefore are not developing their critical thinking skills effectively.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- The school employs a range of external and internal assessment procedures and compares their results with other Iranian curriculum schools. They provide some data related to the attainment of students. The tracking of student progress over time is not well-developed.
- Teachers rarely make effective use of assessment and other information to adapt the curriculum and to plan teaching. In some lessons, students evaluate the quality of one another's work, however self-assessment is not a common feature across the school.
- Teachers carry out regular assessments and scrutinise completed work. However, the feedback teachers provide for students, when they mark their work, is not sufficiently detailed to help students to improve.

For Development:

- Ensure teachers plan differentiated tasks and activities that challenge students and develop their critical thinking skills more effectively.
- Train teachers to make effective use of assessment data to adapt their lessons to personalise learning, so it is accessible and relevant and develop a more systematic and rigorous approach to tracking of student progress and attainment over time.

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Good

- The curriculum is broad and balanced across the phases. Students in the high phase are well prepared for the next stage of their education. Curricular choices are broader in the high phase.
- Continuity and progression are evident in the curriculum for most key subjects across the phases. It is less evident in English. Planning of meaningful cross-curricular links is not well-developed. Opportunities for innovation and challenges are limited.
- The school meets MoE requirements for teaching Arabic. The use of assessment information for curriculum reviews is an underdeveloped feature at the school.

	Primary	Middle	High
Curriculum adaptation	Good	Good	Good

- Across the phases, teachers adapt the curriculum to provide stimulating learning experiences in most lessons. The curriculum provides a wide range of opportunities for social contributions, but less so for creativity and enterprise.
- The curriculum is relevant and provides a range of opportunities to motivate most students. It is more evident in the high phase. Students engage in a range of extra-curricular activities across the phases.
- Students appreciate and enjoy the opportunities of social involvement. Links to the UAE culture are most evident in the social and moral education curriculum. Various schoolwide events provide students with opportunities to celebrate the heritage and culture of UAE.

For Development:

- Use available assessment information to inform curriculum adaptations.
- Increase opportunities for enterprise, innovation and creativity across the phases.

5. The protection, care, guidance and support of students

	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- The school encourages students to be physically active and carries out routine health checks on students. There are some healthy options available to students in the canteen.
- There is a child-protection policy with clear procedures in place. Staff are aware of the policy and receive annual training. However, when asked, they do not always describe accurately the procedures they should follow in the event of a safeguarding concern.
- The premises are clean and tidy, and safety risks are mostly well-managed. Procedures are in place for site maintenance, incident reporting and for emergency evacuation, with a partial fire drill having taken place this year. However, processes followed are not systematic.

	Primary	Middle	High
Care and support	Good	Good	Good

- Staff and students respect one another, and an atmosphere of care and courtesy permeates across all phases. Good behaviour is the expected norm. The school maintains accurate records of attendance and punctuality. Parents are kept fully informed of regular absences.
- As students of determination are identified, additional support is put in place to enable greater levels of social, emotional and academic progress. Identification, planning and support is particularly effective in a dedicated centre for students experiencing higher levels of need.
- The school ensures that counselling is available to students when needed and this process is well managed in a sensitive and confidential manner. Providing secure advice on career options to all students remains a priority.

For Development:

- Ensure a whole school evacuation drill takes place as early as possible and safeguarding procedures are fully known to all staff.
- Provide more accurate information and guidance on next steps for older students in accessing potential career pathways.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- A key member of staff is responsible and accountable for the outcomes of students of determination. Strengths and weaknesses in the school's quality of provision are regularly reviewed, in order to make improvements to students' outcomes.
- Initial identification procedures occur on entry to the school. This ensures that early identification and assessment occurs within appropriate time frames and informs appropriate interventions. A speech therapist supports students with language deficits.
- Parent partnerships are a strong feature in the school. A well-attended parents' meeting provided testimony for the good support the school is providing. Parents feel welcomed, respected and treated with dignity.
- The measurement of students' progress presents a range of challenges. Some individual education plans are in place and are written in Farsi. The learning support assistants operate mainly in the specialist centre, supporting the learning and progress of students with profound barriers to more successful learning.
- Modifications to teaching and learning are not well enough embedded to reduce wide ranging learning barriers. The inclusion team work diligently to track and support students' progress, both academically and emotionally.

For Development:

- Ensure guidance and advice towards meaningful pathways are targeted to meet the potential needs of all students.

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Very good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

- School leaders have a clear vision and are dedicated to improvement and progress. They are committed to inclusion and provision for students of determination. Communication and relationships between leaders are well developed, and positive relationships are evident amongst all staff, students and parents. Middle leaders have a working knowledge of the curriculum, and teaching and learning. They have the potential to support improvement and growth, but do not have sufficient allocated time to observe lessons and improve learning and teaching.
- The school has appropriate processes for self-evaluation which provide leaders with strengths and areas for development. The school seeks stakeholders' views through surveys and discussions with leaders and students. Senior leaders regularly monitor and evaluate the quality of teaching and learning and identify areas of improvement. However, this has yet to produce consistently high-quality lessons. The school improvement plans are too general and do not include sufficiently rigorous evaluative criteria.
- Parents appreciate the inclusive and caring ethos of the school and the friendly relationships their children build with one another and staff. Parents are very happy with the information they receive about their children's academic and personal development. The school is working with other schools and the community to form partnerships that enhance students' personal development. They include frequent competitions and sporting events in which students participate very successfully.
- Governors support school leaders well and work in partnership to improve the school. They regularly observe lessons and evaluate the quality of the school's provision. They ensure that essential resources are available to meet the school's needs and monitor the curriculum to ensure that the appropriate requirements are met. They have organised specialist support in the school for students of determination from other Iranian schools. As critical friends, governors provide school leaders with advice and guidance.
- Most aspects of the daily management of the school run well. Student-led assemblies provide a motivating beginning to the school day. Most staff have a recognised teaching qualification. Teachers are provided with regular development training. The library is well stocked and provides a quiet and conducive learning environment for students. The school is in the process of improving facilities and resources, for example a new football pitch.

For Development:

- Develop a rigorous process of self-evaluation that takes full account of internal and external measures of student outcomes and ensure the school action plans have outcomes which are measurable, realistic and have a clear focus on improving learning and teaching.
- Provide middle leaders with more time to observe lessons and improve learning and teaching.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae